DOCUMENT RESUME

ED 330 655 SP 032 960

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TITLE	Teachers for Our Nation's Schools.
REPORT NO	ISBN-1-55542-270-5
PUB DATE	90
NOTE	427p.
AVAILABLE FROM	Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104 ($21.95).
PUB TYPE	Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Educational Change; Educational Environment; Educational Improvement; *Educational Principles; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Role of Education; *Schools of Education; State Action; Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS	Professional Development Schools

ABSTRACT

A 5-year study of teacher education and the institutional and regulatory context in which it is conducted reveals that several conditions undermine teacher education. These conditions include: low prestige of education departments; preeminence among teacher educators of scholarly publishing over teaching; and stifling, state-mandated curriculum and credentialing requirements. Nineteen postulates, or presuppositions, are proposed regarding the conditions that will need to be in place if able, dedicated persons are to be attracted to school teaching, well prepared for the challenges they will face, and induced to stay with teaching as a career. The first four postulates outline reasonable expectations for the colleges and universities that assume the responsibility of educating educators. Additional postulates relate to selection of students, state licensing of teachers, clinical training of teachers, university/school district collaboration, and teacher education curriculum. (IAH)

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